English

Primary 4

2025/2026

Term 1

D.M.RAZK موقع الدكتور محمد رزق معلم الكيمياء التعليمي

"تهدي وزارة التربية والتعليم والتعليم الفني هذا الكتاب ، بكل الحب إلى الأطفال والأسر في جمهورية مصر العربية."

"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION DEDICATES THIS BOOK, WITH LOVE, TO THE CHILDREN AND FAMILIES OF THE ARAB REPUBLIC OF EGYPT."

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Ministry of Education and Technical Education
New Administrative Capital
Cairo, Egypt

Name : .....

Class : .....

School : .....

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TERM 1 SCOPE AND SEQUENCE

Unit	Vocabulary	Language In Use	Skills	Life Skill(s)	Core Value(s)	Integrated learning Activities
1. The Five Senses	Taste, smell, see, hear, touch, senses, energy, habits, sharp mind, owner, greedy, coin, jingling, share	Present Simple Affirmative	**Reading:** · Informational text about healthy habits. · Story about sharing food. **Writing:** Clear and meaningful sentences using the present simple tense, and sequence words **Listening:** · Dialog about senses · Short and long vowel sounds **Speaking:** · Discuss health habits · Short presentation about eating habits	· Personal hygiene · Healthy habits	· Responsibility · kindness	Presentation about healthy eating habits
2. My Community	Collect, volunteer, feed, community, neighbor, neighborhood, solution, trash bin, traffic, culture, festival, harvest, turban, sugarcane, Nubia, train station, history	Present Simple Negative/ Question	**Reading:** · Dialog about helping community · Informational text about Egypt **Writing:** ·Diary entry about community's history · Poster about solutions to community problems **Listening:** · Conversations about helping the community · Differentiate between /f/ and /v/ sounds **Speaking:** · Share experiences about community's history and traditions. · Discussing problems and solutions.	· Community service · Problem solving	· Cultural identity · Belonging	Poster about finding a solution to air pollution

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Unit	Vocabulary	Language In Use	Skills	Life Skill(s)	Core Value(s)	Integrated learning Activities
3. Animals In Our World	forest, park, guide, elephant, monkey, giraffe, zebra, bear, vet, challenge, owner, safe, birds, hunt, weak, catch, trick, pretend, cave, footprint, learn, lay down, endangered, Arabian Leopard, dugong	Comparative adjectives	**Reading:** · Informational text about helping animals. · Read a short story with a clear moral lesson and identify the main idea **Writing:** · Report about endangered animals **Listening:** · conversations about animals' habits. · Differentiate between the consonant blends /fr/ /dr/ /pl/ **Speaking:** speak about animals and their daily habits	· Critical thinking · Environmental awareness	· Respect for life	A collage of endangered animals
4. Egypt-My Homeland	Pyramids, Nile River, Cairo Tower, Egyptian Museum, treasures, Khan El Khalili Bazaar, tour guide, tourists, gifts, borrow, post office, shopping mall, store, restaurant, tent, mountain, monastery, adventure	Prepositions of Place	**Reading:** · Informational text about places in the city **Writing:** · Write a blog post about a famous place in Egypt **Listening:** · Dialog on famous places in Egypt · Differentiate between /p/ and /b/ sounds. **Speaking:** Describe places in Egypt	· Identity · Exploration	Citizenship	A leaflet about Siwa Oasis

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Unit	Vocabulary	Language In Use	Skills	Life Skill(s)	Core Value(s)	Integrated learning Activities
5. A Day At Work	doctor, nurse, teacher, engineer, firefighter, police officer, design, stop fires, save people, mentor, wildlife, photographer, puppets, voiceover actor, build, regret, carelessly, repair, board, nail, hammer, carpenter	Superlative Adjectives	**Reading:** · Informational text on interesting jobs · Story on work ethics and integrity **Writing:** · Write non-fiction text about jobs **Listening:** · Dialog about roles of different jobs · Recognize long vowel sounds with silent 'e' **Speaking:** · Talk about different jobs.	Team work	Responsibility	Create origami uniform
6. The Hundred Dresses	Dress, closet, playground, competition, drawings, medal, sign, letter, announce, winner, popular, absent, notice, apologize, behavior, bullying	-	**Reading:** Setting, character and events in a story **Writing:** Write a letter based on a story **Listening:** Understand the sequence of events in a narrated story Speaking: Discuss the moral lessons of a story	· Resilience	· Empathy	-

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A MESSAGE FROM
THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the *Primary 4 Framework for Egyptian Learners.* This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education:

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Primary 4 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook

- **Culturally Relevant Stories:** Each unit features engaging fables inspired by Middle Eastern folklore, designed to resonate with students' cultural backgrounds while imparting valuable moral lessons.
- **Structured Learning Activities:** The textbook is organized into weekly sessions, each focusing on different aspects of language acquisition:

  Listening and Speaking: Interactive storytelling, discussions, and role-playing activities enhance listening comprehension and oral communication skills.

  Reading and Phonics: Phonics exercises and reading activities develop students' ability to decode and comprehend written English.

  Writing and Vocabulary: Targeted writing exercises and vocabulary-building activities encourage students to express themselves clearly and expand their word knowledge.

  Cultural Integration: Lessons are intertwined with cultural insights, promoting an appreciation for both the English language and Egyptian traditions.
- **Visual and Interactive Elements:** Bright illustrations and interactive components such as coloring pages, matching games, and puzzles make learning enjoyable and reinforce key concepts.
- **Assessment and Feedback:** Regular assessments, including quizzes, retelling exercises, and vocabulary matching, provide educators with tools to monitor student progress and tailor instruction to meet individual needs.

Commitment to Excellence:

The Ministry of Education and Technical Education is dedicated to providing high-quality educational resources that meet the evolving needs of our students. This textbook embodies our commitment to excellence in English language education, ensuring that every child has the opportunity to succeed academically and personally.

Join Us in Shaping the Future:

As we embark on this educational journey, we invite educators, parents, and students to collaborate in fostering a love for the English language and a deep appreciation for our cultural heritage. Together, we can build a brighter future where our young learners thrive in a global society while staying rooted in their rich Egyptian identity.

Best Regards,

The Ministry of Education and Technical Education.

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Unit 1

The Five Senses

Learning Outcomes

Speaking

- Ask and answer questions about the importance of senses
- Talk about health habits in pairs
- Deliver a presentation on healthy eating habits

Listening

- Identify vocabulary related to the five senses
- Answer comprehension questions in a listening dialog
- Recognize short and long vowels as in "pen" and "feed"

Reading

- Answer questions about healthy habits
- Identify the setting and characters
- Order daily events using sequence words

Writing

- Use the present simple tense to write meaningful sentences
- Write a daily routine using sequence words
- Plan a presentation on healthy eating habits

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Lesson 1

What are the Five Senses?

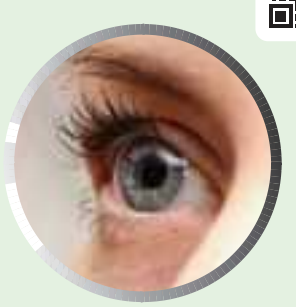
1 Read and answer.

How many senses do we have?
Why are they important to us?

2 Listen, look, and repeat.

taste

smell



see

hear

touch

3 Read the sentences and complete with the words in the box.

hear - taste - see - touch - smell

1. I ..... with my eyes.
2. I ..... with my ears.
3. I ..... with my nose.
4. I ..... with my tongue.
5. I ..... with my hands.

Think

How do the senses help us learn about the world?

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"Let's Talk About Our Senses"

4 Listen and read. مستر مصطفى محمود

Ms. Mona and the students are talking about the five senses.

Ms. Mona : Good morning, children! What a beautiful day in the school garden.

Sami : Good morning, Ms. Mona! What will we learn today?

Ms. Mona : Today, we'll learn about our amazing **senses**.

Salma : What are senses, Ms. Mona?

Ms. Mona : Senses help us **understand** the world around us–like **sight**, **hearing**, and **smell**.

Sami : I can **hear** birds singing!

Ms. Mona : Yes! That's your sense of **hearing**. What else can we use?

Salma : I can **smell** the flowers and **see** the colorful butterflies!

Ms. Mona : Excellent, Salma! Those are your senses of **smell** and **sight**. Senses also help us stay **safe**.

Sami : Ms. Mona, how do our senses help us stay safe?

Ms. Mona : That's a great question, Sami! For example, if we **smell** smoke, we know there's a fire.

5 Listen again and answer. مستر مصطفى محمود

1. Where are Ms. Mona and the students?
   They are in the school garden.
2. What can Sami hear?
   He can hear birds singing.
3. What sense do we use to see butterflies?
   We use our sense of sight
4. How can our senses help us stay safe?
   For example, if we smell smoke, we know there's a fire.

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6 Listen and match.

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1 I taste ...	a. music and voices with my ears.
2 I touch ...	b. colors and shapes with my eyes.
3 I smell ...	c. flowers in the garden with my nose.
4 I hear ...	d. delicious food with my tongue.
5 I see ...	e. soft and hard things with my hands.

7 Read and circle. What senses do you use in these situations?

1. There's a huge tree:

a. sight

b. hearing

c. smell

2. There's a flower:

a. taste

b. smell

c. hearing

3. There's a loud noise:

a. smell

b. touch

c. hearing

4. Trying to find something in your bag:

a. taste

b. touch

c. hearing

8 Ask and answer. Work with your partner. Take turns.

You use your eyes to see colors and shapes, read books, and see your friends

You use your ears to hear the teacher's voice, and the voices of your classmates

What can you (see/hear/smell/touch) in your classroom?

How does your sense of touch help you stay safe?

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Lesson 2

Healthy Habits

1 Look at the pictures. Then, answer.

a

b

1. Which habit do you think is healthy?
2. What healthy habits do you practice?

2 Read the text.

مستر مصطفى محمود

My Healthy Day

Sarah is a healthy 10-year-old girl. She follows good **habits** every day to stay strong and healthy.

In the **morning**, Sarah wakes up early at 6:00 a.m. She **brushes** her teeth and washes her face. **Next**, she does some simple exercises in the garden.

For **breakfast**, Sarah eats healthy food. She drinks orange juice and eats eggs and brown bread. These foods give her **energy** for the day.

At school, Sarah drinks plenty of water between classes. She plays sports with her friends during break time.

In the **afternoon**, Sarah does her homework first. **After that**, she helps her mother in the garden. They grow fresh vegetables together.

For **dinner**, Sarah eats lots of vegetables and fruits. These give her important vitamins. She doesn't eat too many sweets.

In the **evening**, Sarah takes a shower and brushes her teeth again. She **goes to bed early** at 8:30 p.m. She sleeps for 9 hours every night. Getting enough **sleep** helps her body stay healthy and her **mind** stay **sharp**.

Sarah's healthy habits help her feel good and do well at school. She has lots of energy to learn, play, and enjoy her day!

مستر مصطفى محمود

Think

Why is a good night's sleep important to us?

It helps our body stay healthy and our mind stay sharp

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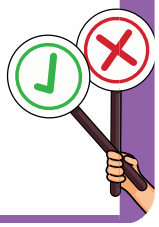
3 Read and Write T (True) or F (False).

1. Sarah wakes up late every day. (F)
2. She eats eggs and brown bread for breakfast. (T)
3. She drinks plenty of water at school. (T)
4. She helps her mother in the kitchen. (T)
5. She goes to bed at 10:00 p.m. (F)



مستر مصطفى محمود

4 Choose the correct answer from a, b, c or d.

1. Sarah does exercises in the ..... .
   a. room **b. garden** c. school d. library
2. For breakfast, Sarah drinks ..... .
   a. tea **b. orange juice** c. milk d. coffee
3. In the afternoon, Sarah ..... .
   a. watches TV b. plays video games
   c. does her homework d. goes to sleep
4. Sarah's healthy habits help her ..... .
   a. feel good b. eat enough food
   c. make friends d. win competitions

5 Read, think, and answer.

مستر مصطفى محمود

1. Why does Sarah eat healthy food?
2. How do healthy habits help Sarah at school?
3. Who does Sarah help in the afternoon?

to stay strong and healthy.

6 Work in groups. Discuss and role-play.

2. It helps her feel good and do well at school.
3. her mother

My healthy habit is getting enough sleep at night.
What's your healthy habit?

do some simple exercises

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Language in use

Present Simple

- We use the present simple to talk about daily habits and routines.
- To make the affirmative form:
  - We use *I*, *you*, *we*, *they*, *or a plural noun* followed by the infinitive form of the verb.
- Example: Some children play sports after school.
  - We use *he*, *she*, *it*, *or a singular noun* followed by the infinitive form of the verb + -s/-es/-ies.
- Example: He plays football every day.
- Example: He brushes his teeth every day.
- Example: She carries her backpack every day.

7 Read and write the correct form of the word(s) between brackets.

1. She takes (take) vitamins every morning.
2. My brother and I watch (watches) TV in the evening.
3. My sister studies (study) English every day.
4. The nurse helps (help) sick people.

مستر مصطفى محمود

8 Look at the picture. Then, write a complete sentence.

(He/read/the morning)
He reads in the morning.

(The girls/TV/every day)
The girls watch TV everday.

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Lesson 3

Story Time
Goha's Great Meal

1 Listen and read.

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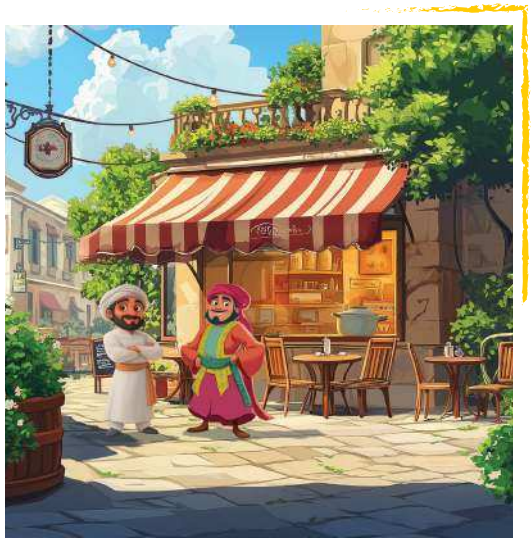
One morning, Goha was walking through the **market**. He was very **hungry,** but didn't have enough money to buy **food**. Suddenly, he smelled something wonderful. The yummy smell was coming from a **restaurant's** window. Goha stopped and sat outside the **restaurant**. He closed his eyes and took a deep breath.



"Ah," he said. "This wonderful smell makes me feel less hungry!"

The restaurant **owner** saw Goha and asked, "What are you doing?"

Goha said, "I'm enjoying the smell of your delicious soup."

The owner was **greedy**. He said, "You can't smell the soup for free! You must pay for it!"

Goha thought for a moment. Then, he took out a few **coins** from his pocket. He shook them in his hand, and they made a **jingling** sound.

"Here," said Goha. "If you want money for the **smell of your soup**, then you can take the **sound of my coins**."

The owner laughed at Goha's clever answer. "Come inside," he said. "Let's **share** this soup. Good food tastes better when shared with others!"

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Think

Why does food taste better when it's shared?

Food tastes better when shared because it brings people together and makes everyone happy

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2 Look at the bold words in the story. Then, match them to their meanings.

1 owner	a. to give some of what you have to others
2 jingling	b. always wanting more than what is needed
3 share	c. wanting to eat
4 hungry	d. someone who has something
5 greedy	e. a light, ringing sound

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Tip

The story elements are:

- **Characters:** the people and animals in a story
- **Setting:** the time and place of a story
- **Plot:**

Beginning	–Meet the people/Know the place
Problem	–Something goes wrong
Middle	–The character tries to fix it
Climax	–The most exciting part
Ending	–The problem is solved

3 Work in pairs. Read the story and complete the chart.

Characters	Setting
The restaurant owner Goha	A market and a restaurant in the morning.

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مستر مصطفى محمود

4 Read and Write T (True) or F (False).

1. Goha felt less hungry after smelling the delicious soup. (F)
2. The owner of the restaurant was happy to see Goha enjoying the smell of the soup. (F)
3. Goha paid the owner a few coins for the smell of the soup. (F)
4. The owner was impressed by Goha's clever response and invited him inside to share the soup. (T)
5. The owner believed that good food tastes better when shared with others. (T)

5 Read and complete the summary with the words in the box.

2 3 1 4

smell - coins - restaurant - share

One day, Goha was hungry but didn't have enough money to buy food. He smelled delicious soup from a (1) ..... . He sat outside, enjoying the (2) ..... of it. The owner asked Goha to pay for the smell. Goha cleverly offered to pay with the sound of his (3) ..... . The owner laughed and invited him in to (4) ..... the soup.

6 Read, think, and answer.

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1. Why did Goha sit outside the restaurant?
because he was hungry
2. How was Goha clever in solving the problem?
he paid for the smell of the food using only the sound of his coins.
3. What lesson do we learn from this story?
good food tastes better when shared and that being greedy is wrong.

7 Work in groups. Write 2-3 sentences about "Sharing with others".

Sharing with others is a kind habit.
It helps our community stay happy and connected.

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Pronunciation

1 Read and learn.

Short vowel sounds are pronounced quickly and not pronounced as their letter name, like the "**a**" in "h**a**t".
Long vowel sounds are pronounced the same way as their letter name, like the "**a**" in "pl**a**te".

2 Listen, look, and circle the correct word.

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1
feed - **pot**

2
plate - cat

3
home - hot

4
hat - heat

5
pen - bean

6
rat - **feed**

3 Read, sort, and write the words from activity 2.

Short vowels	Long vowels
pot, cat, hot, hat, pen, rat.	feed, plate, home, heat, bean.

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4 Listen and complete with long vowel words.

1. Hany went home and changed into his best clothes.
2. The children feed their cat in the morning.
3. I washed the plate after dinner.

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Lesson 4

Writing
Sequence Words

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1 Think and answer.

How can you stay healthy?

I can stay healthy by eating fruit and vegetables, playing sports, and getting enough sleep

My Healthy Life

Having a daily routine is important. Let me tell you about my healthy habits and how they help me stay strong.

Every day, I follow the same routine. **First**, I wake up early at 6:00 a.m. and brush my teeth. I wash my face and get dressed for school. **Next**, I have a healthy breakfast, including milk and fruit.

Then, I go to school, where I study and play with my friends. During break time, I eat a healthy snack and drink water. **After school**, I have lunch with my family.

After that, I do my homework and then play sports for one hour. In the evening, I take a shower and have dinner. **Finally**, I go to bed at 9:00 p.m. because sleeping early keeps me healthy.

مستر مصطفى محمود

2 Read and order the events using sequence words.

First - Next - Then - After that - Finally - After school

1. First, , I wake up early at 6:00 a.m. and brush my teeth.
2. Then, , I go to school, where I study and play with my friends.
3. Next, , I have a healthy breakfast, including milk and fruit.
4. Finally, , I go to bed at 9:00 p.m.
5. After that, , I do my homework and then play sports for one hour.
6. After school, I have lunch with my family.

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Tip!

Sequence words help us show the order of actions or events. They tell us what happens at the beginning, in the middle, and at the end. They are:

~~First,~~ ... Next, ... Then, ... After that, ... Finally, ...

3 Fill in your daily routine.

First : First, I wake up early at 6:00 a.m.

Next : Next, I wash my face and have a healthy breakfast.

Then : Then, I go to school with my friends.

After that : After that, I do my homework and study English.

After school : After school, I play sports like football for one hour.

Finally : Finally, I go to bed at 9:00 p.m. to keep my mind sharp.

4 Work with a partner. Show your writing and ask for their daily routine.

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This is my daily routine. What's yours?

Then, I go to school, where I study and play with my friends
After school, I have lunch with my family

I wake up early and brush my teeth. Then,...

After that, I do my homework and then play sports for one hour
Finally, I go to bed early because it keeps me healthy

Think

Why is sequence important?

Sequence words help us show the clear order of actions or events

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Lesson 5

Think and Create
A Presentation

1 Prepare a presentation about healthy eating habits. Share your presentation with the class.

1. Speak clearly and slowly so your friends can understand you.
2. Share your presentation with the class.

Make sure to ...

- Use clear headings.
- Add pictures.
- Keep the text simple.
- Speak for 3-5 minutes.

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2 Give your feedback: Circle stars (1-5) to rate. Add a comment if you need to.

1 star = poor
2 stars = fair
3 stars = good
4 stars = very good
5 stars = excellent

"Good job"
"Excellent"
"Well done"
"Please speak louder"
"Work a little harder"

1st group	☆☆☆☆☆	.....
2nd group	☆☆☆☆☆	.....
3rd group	☆☆☆☆☆	.....

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Quick Review

1 Complete the sentences.

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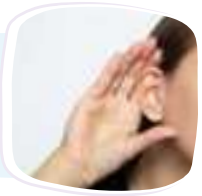
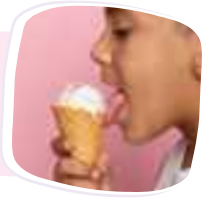
1. I use my eyes to see .

2. I use my ears to hear .



3. I use my nose to smell .

4. I use my tongue to taste .



5. I use my hands to touch .

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2 Read and correct the underlined mistakes.

1. We **sees** with our eyes. see
2. Ali **eat** healthy food every day. eats
3. My sister and I **sleeps** early every night. sleep
4. Layla **drink** water every morning. drinks

3 Write about three healthy habits you do daily.

1. I have a healthy breakfast, including milk and fruit
2. I do my homework and then play sports for one hour
3. I go to bed early because it keeps me healthy

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Self - Assessment

Now I can ...

Identify the five senses.

I got it ☑ I'm not sure ☐ I need help ☐

Say these sounds:

short vowels		long vowels	
(a) → /æ/	hat	(a) → /eɪ/	plate
(o) → /ɑ:/	pot	(o) → /oʊ/	home
(e) → /e/	pen	(e) → /i:/	feed

I got it ☑ I'm not sure ☐ I need help ☐

Talk about daily habits and routines.

- Examples:
  - I play sports **after school**.
  - He brushes his teeth **every day**.

I got it ☑ I'm not sure ☐ I need help ☐

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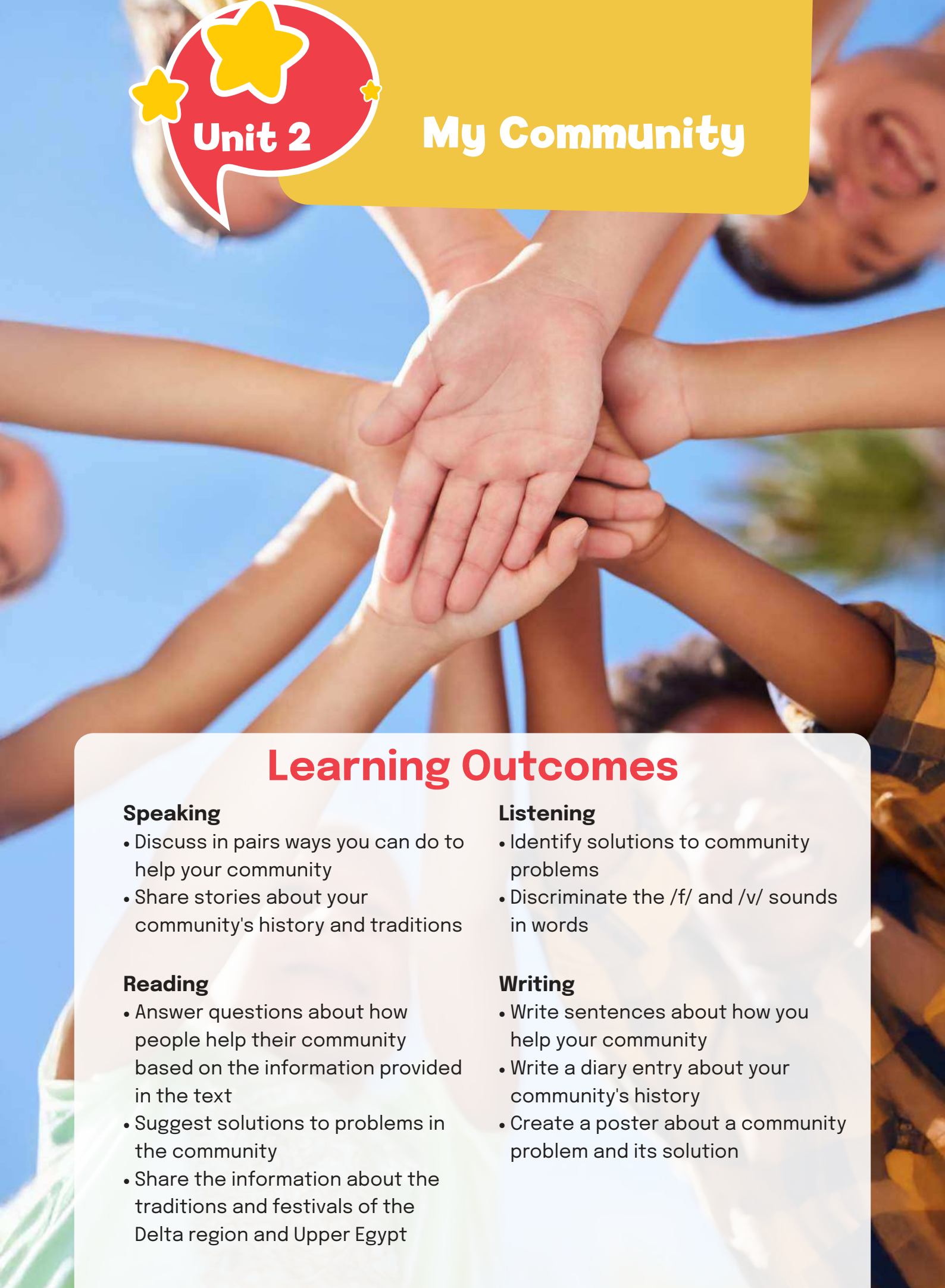

Unit 2

My Community

Learning Outcomes

Speaking
- Discuss in pairs ways you can do to help your community
- Share stories about your community's history and traditions

Listening
- Identify solutions to community problems
- Discriminate the /f/ and /v/ sounds in words

Reading
- Answer questions about how people help their community based on the information provided in the text
- Suggest solutions to problems in the community
- Share the information about the traditions and festivals of the Delta region and Upper Egypt

Writing
- Write sentences about how you help your community
- Write a diary entry about your community's history
- Create a poster about a community problem and its solution

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Lesson 1

Helping the Community

1 Read and answer the question.

How can we help others?

We can help others by cleaning trash, planting trees, feeding animals, and collecting clothes for people in need

2 Listen, look, and repeat. مستر مصطفى محمود

collect

plant

clean

help

feed

volunteer

3 Read and complete the sentences with the words in the box.

3 4 2 5 2 1

plant - feed - collect - help - clean - volunteer

1. We ..... to help in the park.
2. We ..... the streets and ..... bottles.
3. We ..... flowers and trees.

مستر مصطفى محمود

4. We ..... the ducks.
5. It is fun to ..... and make the park nice for everyone.

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"Helping Hands"

4 Listen and read.

مستر مصطفى محمود

Amira and Adam are talking about how they help their community.

Amira : Hello, Adam! What do you do to **help** our **community**?

Adam : Hello, Amira! I **clean trash** from the streets with my friends every Saturday.

Amira : That's cool! Do you **plant trees**?

Adam : Yes, I do. I plant trees in the park.

Amira : That's nice! Do you do other things to help?

Adam : Yes! Sometimes, I **feed the dogs and cats**. I feel so happy when I **give** them food!

Amira : Does your sister help too?

Adam : Yes, she does! She helps our **neighbors**, and she **volunteers** at the **community park**.

Amira : Wow! You both do a great job!

Adam : Thanks! What about you? How do you help?

Amira : I collect **clothes** and **give** them to people who need them.

Adam : That's great! When we all help, we make our community great.

5 Listen again and answer.

مستر مصطفى محمود

1. What does Adam do on Saturdays?
   He cleans trash from the streets with his friends
2. What does Adam plant?
   He plants trees in the park
3. What does Amira do with clothes?
   She collects clothes and gives them to people who need them
4. What happens when we all help?
   When we all help, we make our community great

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6 Listen and number.

7 Read and complete. مستر مصطفى محمود

1. They clean the park on Fridays.
2. She volunteers at the community garden.
3. They plant flowers and trees in the park.
4. We help our neighbors.
5. He feed the dogs in his street.
6. Hana and Youssef collect clothes from people.

8 Read and think. مستر مصطفى محمود

- What do you do to help your community?

I clean trash from the street with my friends.

- Where do you help?

I help at the community park.

- Who do you help?

I help my neighbors.

- Why do you help your community?

I help because I want to make our community great

Think

What would happen if we didn't help?

the streets would be dirty, and the community would not be a nice place for everyone

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Lesson 2

Community Problems and Solutions

1 **Read the question and check (✔) the best answer.**

What is the best way to reduce traffic?

a. Leave the car engines running. ☐

b. Walk or cycle for short distances. ☑

c. Buy a car for each member of the family. ☐

2 **Read the text.**

"Ali and Mona Make a Difference"

Ali : Our **community** has many **problems**, so let's talk about them.

Mona : OK! Let's also discuss **solutions** to **fix** them.

Ali : The first problem is **traffic**. Cars don't move quickly in the morning, especially near schools.

Mona : Do you know how to **solve** this **problem**?

Ali : Yes, I think so. We don't need to use cars every day. **We can take the school bus instead**. There will be **fewer cars** on the road.

Mona : That's right! The second problem is **trash**. Some people don't put **trash** in **bins**, so the streets look **dirty**.

Mona : Does your street have this problem?

Ali : Not anymore. Our neighbors **don't throw trash** on the **ground.** We put new bins everywhere. Everyone uses them, and now our street is very clean!

Mona : That's great!

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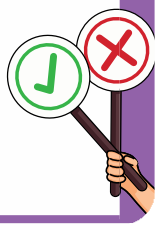
3 Read and match.

مستر مصطفى محمود

Problems	Solutions
1 Traffic is bad near schools.	a Put bins everywhere.
2 Trash is thrown on the ground.	b Use the school bus instead of cars.

4 Read and write T (True) or F (False).

1. Traffic happens because there are many cars on the road. (T)
2. Throwing trash on the ground makes the streets clean. (F)
3. Traffic is not a problem near schools in the morning. (F)
4. Ali's street has new bins. Everyone uses them now. (T)



مستر مصطفى محمود

5 Read and complete the sentences with the words in the box.

2 4 3 1

ground - bins - schools - traffic

1. The bus helps reduce ..... .
2. Our neighbors don't throw trash on the ..... .
3. Cars don't move quickly near ..... .
4. Everyone uses trash ..... in my community.

6 Think and discuss.

مستر مصطفى محمود

Can you think of a solution to another problem in your community?

If the park is dirty, we can volunteer to clean it

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Language in use

Present Simple

Use the present simple for daily habits and routines.

To form this tense in the negative:

- We use ***don't*** (***do not***) with ***I***, ***you***, ***we***, ***they***, or ***a plural noun*** followed by the infinitive form of the verb.

Example: Cars **don't move** quickly in the morning.

- We use ***doesn't*** (***does not***) with ***he***, ***she***, ***it***, or ***a singular noun*** followed by the infinitive form of the verb.

Example: She **doesn't need** to use cars every day.

To form the question:

- We use ***do*** with ***I***, ***you***, ***we***, ***they***, or a **plural noun** followed by the infinitive form of the verb.

Example: **Do** you **know** how to solve this problem?

- We use ***does*** with ***he***, ***she***, ***it***, or a **singular noun** followed by the infinitive form of the verb.

Example: **Does** your street **have** this problem?

7 Read and correct the mistake.

1. She don't like pollution. مستر مصطفى محمود (doesn't)
2. They doesn't use trash bins. (don't)
3. Do he take the bus to school? (Does)
4. Does cars move quickly in the morning? (Do)

8 Look and rewrite the following sentences in negative and question forms.

مستر مصطفى محمود

1. We need to use cars every day. (**Negative**)
   We don't need to use cars ever day

2. Yes, they take the bus to school. (**Question**)
   Dothey take the bus to school?

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Lesson 3

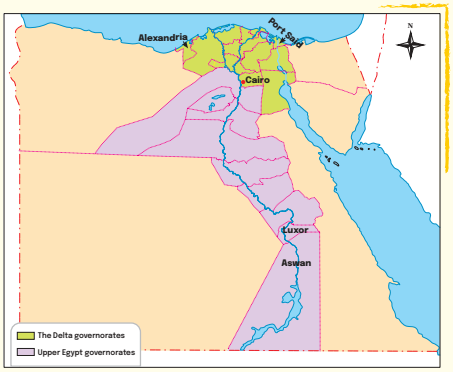
Egypt
My Culture

1 Look and answer.

1. Which part of Egypt are you from?
2. Do you live in a city or a village?

2 Read. Then, answer the questions.

Egypt has two special regions: **the Delta** in the **north** and **Upper Egypt** in the **south**. Each region has its **traditions** and **culture**.



In the Delta region, they **celebrate** the **Spring Festival** with colorful decorations and special foods. Farmers grow rice and cotton. Many people work in factories and make beautiful crafts. Women are known for making clothes.

In **Upper Egypt**, life is different. People celebrate the **sugar cane harvest** with big festivals. They make pottery and weave **colorful carpets** by hand. Families **sing traditional songs** and **tell old stories**. In some places like **Nubia**, houses are painted in bright colors and have special designs.

In the **Delta** region, men wear **galabeyas** or **modern clothes** like pants and shirts. Women wear stylish dresses or **traditional outfits** for special **events**.

In **Upper Egypt**, men also wear galabeyas and sometimes **turbans**. Women wear colorful dresses.

Even though the two places have some differences, they share many of the same traditions. **Egyptians** are **proud of** their **culture** and love to celebrate it together!

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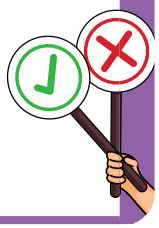
3 Read and write T (True) or F (False).

1. Upper Egypt is in the south. (T)
2. People grow sugar cane in the Delta. (F)
3. Houses are painted in bright colors in Nubia. (T)
4. Nobody makes crafts in the Delta region. (F)



مستر مصطفى محمود

4 Choose the correct answer from a, b, c or d.

1. The two regions of Egypt are ..... .
   - **a.** Cairo and Alexandria
   - **b.** Upper Egypt and the Delta
   - **c.** the desert and the Nile
   - **d.** the Red Sea and the Mediterranean Sea

2. People in Upper Egypt celebrate ..... .
   - **a.** the Spring Festival
   - **b.** the sugar cane harvest
   - **c.** the cotton harvest
   - **d.** the rice festival

3. The houses in Nubia ..... .
   - **a.** are made of glass
   - **b.** have special designs
   - **c.** are very tall
   - **d.** are built underwater

4. Egyptians are proud of their ....., and they love to celebrate together.
   - **a.** culture **b.** songs **c.** carpets **d.** factories

5 Group discussion.

مستر مصطفى محمود

Sit in small groups and discuss your traditions and celebrations.

- **What festivals do you celebrate?**
  the Spring Festival
- **How do you celebrate with your family?**
  with colorful decorations and special foods.

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Pronunciation

1 Read and learn.

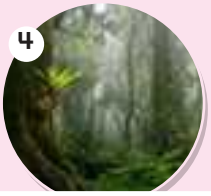
The /f/ sound is voiceless–your throat doesn't vibrate, like in "fish".
The /v/ sound is voiced–your throat vibrates, like in "van".

2 Listen, say, and write.

1 ~~V~~an

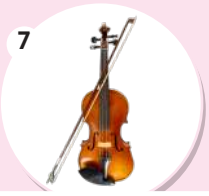
2 F actory

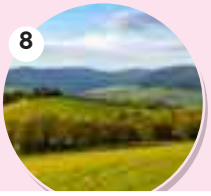
3 ~~V~~est


4 F orest

5 Frog

6 ~~F~~lag


7 ~~V~~iolin


8 ~~V~~iew

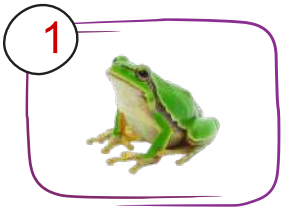
3 Match the words to the pictures.

مستر مصطفى محمود

1 frog 2 view 3 factory 4 van

1

4


1

3

4 Read and sort the words.

مستر مصطفى محمود

forest - violin - flag - vest

/f/	/v/
forest, flag	violin, vest

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مستر مصطفى محمود

Tip!

A **prefix** is a small group of letters added to the beginning of a word to change its meaning.

dis = not or opposite — Example: like ⟶ **dis**like

il = not — Example: legal ⟶ **il**legal

ir = not — Example: regular ⟶ **ir**regular

5 Read and match the words with their opposites.

Word	Opposite (with prefix)
1 appear	a irresponsible
2 logical	b dishonest
3 responsible	c irrelevant
4 honest	d illogical
5 legal	e disappear
6 relevant	f illegal

6 Choose the correct answer from a, b, c or d. مستر مصطفى محمود

1. What Omar says is ..... It doesn't make sense.
   a. illogical **b.** appear **c.** dishonest **d.** dislike
2. The teacher says my question is ..... to the lesson.
   a. legal **b.** irrelevant **c.** appear **d.** irresponsible
3. The cat always ..... after eating all the food.
   a. irregular **b.** disappears **c.** illegal **d.** dishonest

7 Read and complete the sentences using the opposite (prefixes) of the given word.

مستر مصطفى محمود

1. It is illegal to drive here. **(legal)**
2. He dislikes loud noise. **(like)**
3. The verb "see" has an irregular past form. **(regular)**
4. The students are ..... . Their classroom is very dirty. **(responsible)**

irresponsible

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Lesson 4

Writing
A Diary Entry

1 Think and answer.

What stories do old buildings tell us?

They tell us about the history of our community,

March 15, 2025

Dear diary,

Today, Grandpa told me amazing stories about our community's **history**. Fifty **years ago**, our **neighborhood** was very different! Where our big supermarket stands now, there was a beautiful **old** market with wooden stalls. People sold fresh fruits and vegetables every morning.

The tall buildings **weren't here then**. Instead, there were small houses with beautiful gardens. Everyone knew their neighbors, and children played safely in the streets. There was even a small **train station** where our park is now!

Grandpa showed me **old photos**. I saw the **old school** that still **stands** today. He said people helped to build it together many **years ago**. It makes me proud to know our community has such a **rich history**.

Yours truly,

Hana

2 Choose the correct answer from a, b, c, or d.

1. What did the neighborhood look like 50 years ago?
   - **a.** Tall buildings and busy streets.
   - **b.** Small houses with beautiful gardens.
   - **c.** Big shopping malls and lots of cars.
   - **d.** Quiet farms and lots of animals.

مستر مصطفى محمود

2. What did the community do together many years ago?
   - **a.** They built the supermarket.
   - **b.** They built the school.
   - **c.** They built the park.
   - **d.** They built the library.

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مستر مصطفى محمود

Tip!

How to Write a Diary Entry

1. Start with the date:

Write the date at the top of your page.

2. Write a greeting:

The greeting can be “Dear diary,” or “Hello diary,”.

3. Add details:

Who you talked to, what you heard, and how you felt.

4. End with a closing:

Finish your diary with “Yours truly, and your name”.

3 Write a diary entry about your community’s history.

Date:

Dear diary, مستر مصطفى محمود

Paragraph 1: What did you learn about your community’s past?

Fifty years ago, my neighborhood was very quiet.

Paragraph 2: What was different then? What buildings or places changed?

There were no tall buildings, only small houses

Paragraph 3: What makes you proud of your community’s history?

people helped each other and built the local park

Paragraph 4: What more do you want to know?

I want to know more about the old market.

Yours truly,

Name:

4 Exchange your diary with a classmate and check (✓) these points:

the date	✓	the greeting	✓
the details	✓	the closing	✓

مستر مصطفى محمود

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Lesson 5

Think and Create
A Poster

1 Look at the poster about ways to stop air pollution.

2 Work in groups to make a poster.

Make a poster about ways to solve a community problem.

1. Choose a problem in your community.
2. Find information for your poster.
3. Design your poster.

Your poster should include:

a. A clear title

b. Pictures or drawings

c. 2-3 solutions

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Quick Review

1 Look and write.

1

2

3

4

5

6

2 Read and complete with do/does or don't/doesn't.

1. I don't go to school by car.
2. Do they collect plastic bottles from the street?
3. He doesn't throw trash in the bin.
4. Does she help her community?
5. Do you volunteer?

مستر مصطفى محمود

3 Read and write T (True) or F (False).

1. When we all help, we make our community great. (T)
2. In Upper Egypt, men wear galabeyas. (T)
3. Cars move very quickly in the morning. (F)
4. Fifty years ago, the neighborhood was different. (T)
5. You should walk or cycle to school to stop air pollution. (T)

مستر مصطفى محمود

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Self - Assessment

Now I can ...

Identify vocabulary about helping the community.

I got it ☑ I'm not sure ☐ I need help ☐

Say these sounds:

/f/ frog - forest - factory - flag

/v/ van - violin - view - vest

I got it ☑ I'm not sure ☐ I need help ☐

Use the present simple tense in negative and question forms.

- Examples:

- Cars **don't move** quickly in the morning.
- **Do** you **know** how to solve this problem**?**

I got it ☑ I'm not sure ☐ I need help ☐

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Unit 3

Animals in Our World

Learning Outcomes

Speaking

- Describe animals and their daily habits
- Use comparative adjectives to compare different animals

Listening

- Understand basic conversations about animals
- Discriminate between the consonant blends */fr/ /dr/ /pl/*

Reading

- Identify animals' habits in a simple text
- Identify a short story with a moral lesson to get the main idea
- Discuss the moral lessons in a short story

Writing

- Draft a basic report about endangered animals
- Plan a research project about a forest animal

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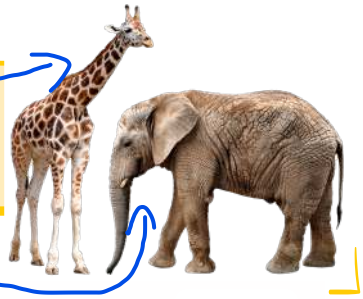
Lesson 1

Let's Meet the Animals!

مستر مصطفى محمود

1 Look, point, and circle.

1. First, point to the animal with the long neck.
2. Next, circle the one with the big ears.



2 Listen, look, and repeat.

lion

monkey

elephant

giraffe

zebra

bear

3 Read and match the animals to their description.

1. The giraffe
2. The bear
3. The monkey
4. The zebra
5. The lion
6. The elephant

a. It is big and gray. It uses its trunk to spray water on its body.
b. It is small and has a long tail. It climbs trees.
c. It has a striped coat. It runs in groups.
d. It has a spotted coat. It eats leaves from tall trees.
e. It has yellow fur. It hunts animals at night.
f. It has thick fur and sharp claws. It catches fish.

مستر مصطفى محمود

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"A Day at the Forest Park"

4 Listen and read.

Omar and Nadia are talking about animals at the forest park.

Omar : Hi, Nadia! What does your dad do at the **forest park**?
Nadia : He works as a **forest guide**. He shows visitors the animals.
Omar : Do you usually go with him?
Nadia : Sometimes.
Omar : What animals do visitors see?
Nadia : Lots of them! They see **elephants** drinking water and **monkeys** climbing trees.

Omar : That's interesting! Do they see **lions**, too?
Nadia : Yes, and **giraffes** as well.
Omar : **Lions** often hunt at night and sleep during the day. **Giraffes** eat leaves from tall trees.
Nadia : That's right! How do you know all of this?
Omar : I watch a TV program about animals.
Nadia : Would you like to visit the **forest park**?
Omar : Sure! It must be amazing to see all those **animals** up close.

5 Listen again and answer.

مستر مصطفى محمود

1. What does Nadia's dad do at the forest park?
He works as a forest guide

2. Does Nadia always go with her dad to the forest park?
No, she sometimes goes with him.

3. When do lions often hunt?
Lions hunt at night.

4. What do giraffes eat?
They eat leaves from tall trees.

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6 Listen and circle the correct answer.

1. The elephant **drinks**/**runs** lots of water.
2. The monkey **drinks**/**climbs** trees.
3. The zebra **catches**/**runs** in groups.
4. The bear **catches**/**climbs** fish.

مستر مصطفى محمود

7 Read, guess, and write.

1. I'm tall and have a long neck;
   I eat leaves from trees up high.
   What am I? giraffe

2. I'm the king of the jungle land;
   I often hunt at night.
   What am I? lion

8 Read and complete using the adjectives in the box.

4 1 3 2

striped - heavy - thick - long

1. The elephant has a ..... trunk.
2. The monkey has a ..... tail.
3. The bear has ..... fur.
4. The zebra has a ..... coat.

مستر مصطفى محمود

9 Work with your partner. Write a short story about animals using the verbs from exercise 6 and the adjectives from exercise 8.

One day at the forest park, I saw many amazing animals
I saw a heavy elephant with a long trunk that drinks lots of water. Nearby, a small monkey with a long tail climbs the tall trees. a zebra with a striped coat runs quickly in a group across the grass. I saw
a big bear with thick fur as it catches fish in the river

مستر مصطفى محمود
D.M.RAZK موقع الدكتور محمد رزق معلم الكيمياء التعليمي

Lesson 2

Taking Care of Animals

1 Look at the pictures. Then, discuss the questions.

a

b

1. How should we exercise our pets?
2. What should we do to keep our pets healthy?

2 Read the text. How do vets and forest officers help animals?

Helping Animals

Animals need our help to stay healthy and safe. Some animals live in the wild, while others live in zoos or homes. Each animal **needs special care** to live well.

Zoo animals need special attention. **Elephants need** bigger spaces than monkeys to move around. **Lions eat a lot of food** to stay stronger than other animals. **Giraffes need** taller trees to reach their food. **Vets** often check their health.

Wild animals face different **challenges**. Their homes are getting smaller because of new cities. They **need clean** water and **safe places** to live. **Forest officers** now work harder than before to protect these animals and their homes.

Pets need daily care from their **owners**. **Dogs** need exercise. **Rabbits** eat fresh vegetables, and they are healthier than other animals. **Birds** need cleaner cages than other animals.

Everyone can help protect animals in simple ways. Small acts of kindness make our world better. When we care for animals, we create a safer place for them. Being kind to animals teaches us to be better people. Together, we can make their lives happier and healthier.

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3 Read the text again and match.

مستر مصطفى محمود

1. They have pets or animals at home.	a. forest officers
2. They often check animals' health.	b. owners
3. They work hard to protect animals and their homes.	c. vets

4 Choose the correct answer from a, b, c, or d.

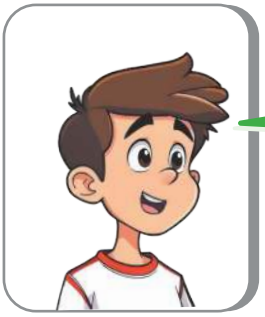
1. Elephants need ..... than monkeys.
   a. smaller spaces **b. bigger spaces** c. cleaner water d. taller trees
2. Wild animals need ..... and safe homes to live well.
   a. bigger cities b. hotter food **c. clean water** d. smaller cages
3. Pets need ..... care from their owners.
   a. weekly **b. daily** c. monthly d. yearly
4. Everyone can help protect animals by ..... .
   a. keeping them in zoos
   b. showing kindness and caring for them
   c. avoiding them
   d. feeding them only once a week

مستر مصطفى محمود

5 Read, think, and answer.

1. What do lions need?
They need big spaces and safe homes
2. Why do dogs need some exercise?
Exercise helps them stay healthy, strong, and happy
3. Why is being kind to animals important?
because animals need our help to stay healthy and safe

6 Work in groups. Discuss and role-play.



مستر مصطفى محمود

You are a vet. Give advice to someone who wants to keep a rabbit at home.

We should give them clean water and healthy food, and take them to the vet for checkups

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Language in use

Comparative Adjectives

We use **comparative adjectives** to compare **two** people, things, animals, etc.

Comparative forms with short adjectives.

Add: *-er* to the end of the adjective:

- short → short**er**
- clean → clean**er**

Example: A zebra is **shorter than** a giraffe.

If an adjective ends in a vowel and a consonant, double the consonant before you add *-er*

- big → big**ger**

Example: Bears are **bigger than** dogs.

If an adjective ends in -e, we add *-r* to the end of the adjective:

- safe → safe**r**

Example: Cats are **safer than** lions.

If an adjective ends in a consonant and -y, change -y to *-i* and add *-er*

- healthy → health**ier**

Example: Rabbits are **healthier than** other animals.

7 **Read and write the correct form of the word(s) between brackets.**

1. Elephants are ..... **(big)** than monkeys. bigger
2. The weather today is ..... **(cold)** than yesterday. colder
3. He is ..... **(tall)** than his brother. taller
4. Marwa is ..... **(lazy)** than her sister. lazier

مستر مصطفى محمود

8 **Make sentences to describe the pictures using comparative adjectives (*big - tall - strong*).**

A lion is stronger than a dog.

A camel is taller than a dog.

A dog is smaller than a lion.

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Lesson 3

Story Time

The Old Lion and The Fox

مستر مصطفى محمود

1 Listen and read. *How did the fox know it was in danger?*

he saw many footprints going into the cave, but none coming out

Once there was an old **lion** who couldn't **hunt** anymore. He was too **weak** to **catch** animals for food. So, he thought of a clever **trick**. The lion went into his cave and **pretended** to be very sick. He lay down and called out, "Oh! I am so sick! Please, come visit me before I die!"

Many **animals** heard about the sick lion. One by one, they went into his **cave** to visit him. But none of them came out! The lion was **catching** and **eating** each visitor.

مستر مصطفى محمود

A wise **fox** came near the cave. He saw many **footprints** going in, but none coming out. The fox stood at the cave entrance and said, "Hello, dear lion! How are you feeling?"

"Oh, dear fox!" said the lion. "I am very sick. Please come in and visit me!"

The fox looked at the footprints again and replied, "Thank you, but I can see that many animals went into your cave, but none came out. I **learn** from the mistakes of others!"

And with that, the wise fox ran away safely, laughing at the lion's trick.

Think

Why should we learn from the mistakes of others?

That makes us wise

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2 Look at the picture. Then, answer.

مستر مصطفى محمود

Do you think all animals are friendly?
Why? or Why not?

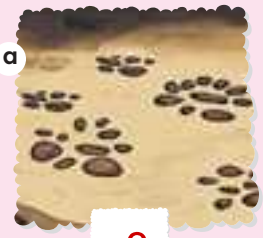
No, because some animals hunt others

3 Read the descriptions in the story and write the number.

1. A fox is a small, quick animal with a fluffy tail and red-brown fur.

2. A cave is a large hole in a mountain where animals can live.

3. Footprints are marks left by feet.

a 
3

b
1

c
2

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4 Match the verbs in bold to their meanings.

1 hunt	a. put yourself on a surface, like the ground or a bed
2 pretended	b. look for and catch animals for food
3 lay down	c. acted like something was true when it wasn't

مستر مصطفى محمود

Tip!

Many stories have a moral. The moral is the lesson a story teaches us. It helps us understand what is right and what is wrong.

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5 Read and write T (True) or F (False).

مستر مصطفى محمود

1. The lion was young and strong. (F)
2. The lion pretended to be sick. (T)
3. The fox went into the cave. (F)
4. The fox saw footprints going into the cave. (T)
5. Many animals came out of the cave after visiting the lion. (F)

6 Read and complete the summary with the words in the box.

2 4 1 3

pretended - cave - hunt - footprints

There was an old lion. He was very weak and couldn't (1)..... . He tricked animals and (2)..... to be sick in his cave. He called to the animals and asked them to visit him before he died. Many animals entered and never returned. A wise fox noticed the one-way (3)..... . He didn't go into the (4)..... and ran away safely.

مستر مصطفى محمود

7 Read, think, and answer.

1. Why did the lion trick the animals?
Because he was too old and weak to hunt
2. What did the lion do to the animals that came into his cave?
He caught and ate them
3. What made the fox wiser than the other animals?
he learned from the mistakes of others

8 Work in groups of 4 and discuss.

مستر مصطفى محمود

It's important to learn from the mistakes of others. Can you remember a time when you learned from a mistake?

I learned not to run on wet floors after I saw my brother slip and fall

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Pronunciation

1 Read and learn.

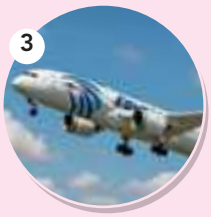
When you blend, you join two or more sounds together to read a word, like "drum" and "fruit".

2 Listen and write the missing letters to blend.

مستر مصطفى محمود

~~fr~~- own

~~dr~~ um



~~pl~~ ane

~~pl~~- ant

~~dr~~ aw

~~fr~~- uit

3 Listen, circle, and repeat the word that starts with the blend you hear.

مستر مصطفى محمود

1. dog / frown / log
2. draw / think / sink
3. ball / school / plant

4 Read, sort, and write the words in bold in the correct blend group.

1. I can hit the **drum** easily.
2. She has a nice **plant** in her room.
3. Adam likes eating **fruit** every day.

fr-: fruit

dr-: drum

pl-: plant

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Lesson 4

Writing
A Research Report

A Research Report: Endangered Animals

1 Think and answer.

Why should we protect animals?

to keep our environment in balance and to prevent endangered species from disappearing forever

مستر مصطفى محمود

Endangered Animals

Many animals around the world are in danger of disappearing forever. These animals are called **endangered species**. Here are some important facts about endangered animals.

The **Arabian Leopard** is one of the most endangered animals in Egypt and the Middle East. Less than 200 of these beautiful cats remain in the wild. One reason is that these animals are in danger because people build houses in their habitats.

The **Red Sea Dugong** is another endangered animal in Egypt. These gentle sea animals eat sea grass. They are in danger because of pollution and fishing nets.

To help these animals, we need to:

- **protect** their homes.
- **stop** pollution.
- **create** safe areas.
- **teach** people about them.

If we don't act now, these amazing animals could disappear forever.

مستر مصطفى محمود

Think

What will happen if we don't help these animals?

They will die

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Tip!

A Good Report Has:

1. Clear Title
2. Introduction
3. Facts and Information
4. Examples
5. Solutions
6. Conclusion

مستر مصطفى محمود

2 Read and match.

1 Many animals are in danger of disappearing.	a. title
2 The Red Sea Dugong is an endangered animal.	b. introduction
3 Endangered Animals	c. example
4 To help these animals, stop pollution.	d. solution

3 Write a report about another endangered animal.

1. First, choose an animal.
2. Then, research facts about it.
3. After that, write your report on the next page.

مستر مصطفى محمود

4 Work with a partner. Exchange reports.

Check (✔) these points:

1. A clear title ✓
2. All parts included ✓
3. Correct facts ✓
4. Good organization ✓

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Title: The Red Sea Dugong

Introduction: Write and describe the animal you chose.

The Dugong is a large, gentle sea animal found in the Red Sea.
It is an endangered species that needs our protection

Dugongs are mammals that live in warm coastal waters.
They spend most of their time eating sea
grass on the ocean floor

مستر مصطفى محمود

Paragraph 1: Write about why it is endangered.

They are in danger
because of pollution and fishing nets

مستر مصطفى محمود

Paragraph 2: Write about how we can help it.

To help save Dugongs, we must stop water pollution
and protect the sea grass areas where
they live and feed

مستر مصطفى محمود

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Conclusion: Write about what will happen if we don't save it.

If we don't take action to save the Dugong now,
this beautiful animal will disappear
from our oceans forever

مستر مصطفى محمود

-End-

Let's Draw

Show us the animal you chose to write about.

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Lesson 5

Think and Create

A Collage

1 Read below to make your own collage.

A collage is an artwork made by cutting and pasting photos, paper, cloth, or drawings on a page.

First

Find and cut out photos of endangered animals.

Then

Glue them together. (the pictures are allowed to overlap)

Collage

2 Make your collage and show it to your partner. Ask for their feedback.

"Do you like it?"

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Quick Review

1 Look and write.

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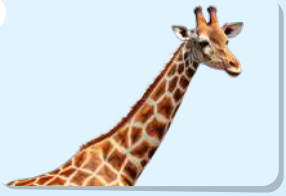
elephant

lion



giraffe

zebra

monkey

bear

2 Complete the sentences using the comparative form of the adjectives in the box.

Remember: -y = ~~y~~ +ier and everything else = +er

healthy - small - loud - fast

مستر مصطفى محمود

1. A mouse is smaller than a rabbit.
2. A cheetah is faster than a turtle.
3. Eating vegetables is healthier than eating junk food.
4. The music is louder than the conversation.

3 Read and answer.

An old lion in a forest pretends to be sick to trick animals, but a wise fox stays safe by learning from the mistakes of others.

1. What is the setting? a forest
2. What does the word "pretend" mean? acted like something was true when it wasn't
3. Underline the phrase that shows the moral.

مستر مصطفى محمود

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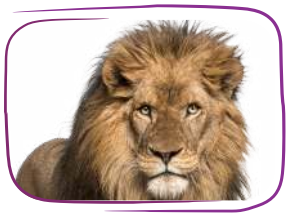
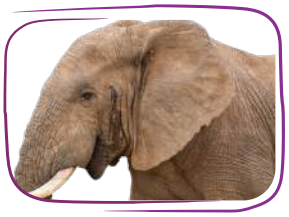
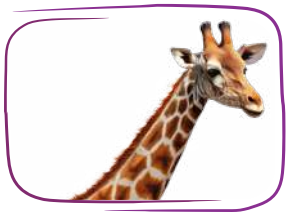
Self - Assessment

Now I can ...

Identify the names of animals.



I got it ☑ I'm not sure ☐ I need help ☐

Say these sounds:

/fr/ frown - fruit

/dr/ drum - draw

/pl/ plane - plant

I got it ☑ I'm not sure ☐ I need help ☐

Use comparative adjectives.

- Example:
  - A giraffe is taller than a zebra.

I got it ☑ I'm not sure ☐ I need help ☐

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Review 1

مستر مصطفى محمود

1 Read, sort, and write.

hear - monkey - volunteer - taste - giraffe - plant

Sense Verbs	Helping in the Community	Animals
hear	plant	giraffe
taste	volunteer	monkey

2 Choose the correct answer from a, b, c or d.

1. I ..... trash from the garden.
   a. help **b.** collect **c.** play **d.** plant
2. The ..... is black and white.
   a. monkey **b.** zebra **c.** bear **d.** lion
3. I ..... books on the shelf.
   a. see **b.** taste **c.** smell **d.** hear
4. I ..... animals in the zoo.
   a. sell **b.** sleep **c.** pay **d.** feed

3 Listen, look, and write the missing letters.

مستر مصطفى محمود

1.
   dr- aw
2.
   -vest
3.
   p e n
4.
   fr- own

مستر مصطفى محمود

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4 Read and write the correct form of the word(s) between brackets.

1. I eat (eats) breakfast every morning.
2. The cat is smaller (small) than the dog.
3. They don't play (not play) football after school.
4. Does he walk (walks) to work every day?
5. She reads (read) books in the library every day.
6. His house is bigger (big) than mine.

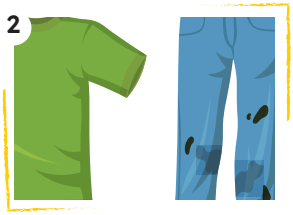
5 Look and write using the comparative form of the adjectives between brackets.

مستر مصطفى محمود

1

The red apple is bigger (big)

2



The green shirt is cleaner (clean)

مستر مصطفى محمود

3

The boy is taller (tall)

6 Read and follow the instructions between brackets.

1. Yes, the sun rises in the east. (Change to a question)

Does the sun rise in the east?

2. Mazen rides his bike to school every day. (Change to a negative)

Mazen doesn't ride his bike to school every day.

3. No, they don't watch movies on the weekends. (Change to a question)

Do they watch movies on the weekends?

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7 Read the text and answer the questions.

Animals need our help to stay healthy and safe. Some live in the wild, while others live in zoos or homes. Zoo animals, like elephants and lions, need space, food, and vet checks. Wild animals face challenges, like their homes getting smaller. **They** also need clean water and safe places to live in. Pets, like dogs and rabbits, need daily care, exercise, and fresh food. Birds need clean cages, and all pets need vet visits. We can help by being kind and caring for animals.

A. Choose the correct answer from a, b, c or d.

مستر مصطفى محمود

1. Animals need our help to stay ..... and safe.

a. sad **b.** hungry **c.** healthy **d.** angry

2. The underlined pronoun "**They**" refers to ..... .

a. zoo animals **b.** wild animals **c.** pets **d.** habitats

B. Answer the following questions:

3. What do pets need?

They need daily care, exercise, and fresh food.

4. Summarize the text in one sentence.

Animals need our help to stay healthy and safe.

مستر مصطفى محمود

8 Write a diary entry about a day helping your community.

March 20, 2025

Dear diary,

Today was an amazing day because I spent it helping my community with my friends. First, we cleaned trash from the streets and collected plastic bottles to keep our neighborhood clean. Next, we went to the community park and planted beautiful flowers and trees. It was fun to volunteer and make the park a nice place for everyone

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Self - Assessment

Now I can ...

Use words about senses.

I got it ☑ I'm not sure ☐ I need help ☐

Use words about helping my community.

I got it ☑ I'm not sure ☐ I need help ☐

Use words about animals.

I got it ☑ I'm not sure ☐ I need help ☐

Say these sounds:

short vowels		long vowels	
(a) → /æ/	hat	(a) → /eɪ/	plate
(o) → /ɑ:/	pot	(o) → /oʊ/	home
(e) → /e/	pen	(e) → /i:/	feed

/f/ frog - forest, factory - flag

/v/ van - violin, view - vest

/fr/ frown - fruit

/dr/ drum - draw

/pl/ plane - plant

I got it ☑ I'm not sure ☐ I need help ☐

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امسح الباركود بالموبيل لتثبيت التطبيق وتحميل كل الملازم مجانا وبسرعه

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Dr.MoRizK